MAY 25 1926
PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

Journal of EDUCATION

BOSTON, MASS.
Vol. CIII, No. 20

May 20, 1926

TEN CENTS A COPY
BY THE YEAR, $3.00

A New Series for the Grades

The Foresman Books of Songs

By ROBERT FORESMAN

IN these five books all the song material is of unusual beauty and worth. The sterling merit and exquisite charm of these songs are calling forth the highest praise from discriminating critics.

The Course is based on the idea that the pupil's musical experience should begin with the feeling reaction from the singing of beautiful melodies. Throughout the books the songs present every kind of musical problem that should be given to the pupil. The result of using these books is: first, the ability to sing with pleasure and with expression; second, a knowledge of the best music that the world has known; and third, an instinctive preference for music that is really fine.

FIRST BOOK . . .	$ .60	THIRD BOOK . .	$ .64
SECOND BOOK .	.60	FOURTH BOOK .	.64
FIFTH BOOK	$ .88		

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta

The Pathway to Reading

COLEMAN — UHL — HOSIC

Thoughtful habits of reading are established at the very outset by THE PATHWAY TO READING. Throughout the series the most approved silent reading lessons check at frequent intervals for recognition, recall, comprehension, and ability to follow directions.

Beginning with the Fourth Reader, carefully motivated suggestions introduce almost every selection. A right reading attitude is thereby established at the beginning.

Furthermore, each selection is followed by questions and directions that, answered and followed, will develop keen thinking and effective expression.

These questions and suggestions are the embodiment of profound research and analysis and represent a great advance in material of this character.

The FIFTH READER has just come from the press and the SIXTH READER will be ready for fall use.

SILVER, BURDETT AND COMPANY

New York Newark Boston Chicago San Francisco

CHEMICAL CALCULATIONS

By BERNARD JAFFE
Instructor in Chemistry, Jamaica High School
New York City

THIS book develops a method of attack on mathematical problems in chemistry and supplies enough problems for solution to give students of general chemistry a thorough training in chemical calculations. It furnishes that abundance of problem material which most basal textbooks have lacked, but which is demanded to make chemistry a more exact and workable science for beginning students.

In this book are 1,000 problems. They are progressively arranged according to a number of types which a student soon learns to recognize. They are also graded according to degree of difficulty and order of lesson assignment.

This book will strengthen the hands of teachers in their presentation of chemical arithmetic, and it will serve to vitalize chemistry and make the student realize that quantitative data are fundamental. It is designed to accompany any of the recent textbooks on general chemistry and it is arranged so that the needs of classes of different abilities are met.

Cloth, xvi+159 pages. Price $1.28

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York

14 Beacon Street, Boston 2126 Prairie Avenue, Chicago

Also Dallas, San Francisco, Portland, and Manila

THE MUSIC EDUCATION SERIES

A SERIES WITH AN AIM

to promote the musical culture of the average boy and girl

THE BOOKS

Songs of Childhood
Introductory Music
Juvenile Music
Elementary Music
Two-Part Music
Intermediate Music
Three-Part Music
Junior Music

A SERIES WITH A PLAN

to develop ability to sing well, to read readily, and to grow musically

Course in Music Appreciation with 60 double-faced phonograph records

"MUSIC APPRECIATION IN THE SCHOOLROOM," a book for teachers to accompany the course in Music Appreciation, containing full teaching details. It helps the teacher to develop in the pupils the power to help themselves, to appeal to them through beauty of tone, symmetry of form, artistry of design, and to awaken intellectual effort through emotional appeal.

GINN AND COMPANY Boston Atlanta New York Dallas Chicago Columbus London San Francisco

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS, MAY 20, 1926

EDITORIALS:—

Dallas as Condon's Vision 539
Roberts of San Diego 540
Great Day for Experts 540
Personality of Boston University 540
Dallas in February 541
State Geography 541
Clean School Buildings 541

THE ADOLESCENT 542
By A. E. Winship

MOST WHOLESOME WARNING 543
By A. E. Winship

SCHOOLS OF THE NATION'S CAPITAL 544
By F. B. Dyer

THE QUESTION OF AGE (Poem) 545
By Alfred Osmond

TEACHING TO SPELL EFFICIENTLY—I 546
By Orson Ryan

THE LITTLE THINGS (Poem) 547
By Grace Haines

BEVERLY HIGH SCHOOL 548
By F. H. Pierce

HOW ONE SHOULD USE CHARACTER CHATS 550
By Arthur Stanley

CHARACTER CHATS 552
By Joseph B. Egan

Adventuring in Goodness 552
Two Kinds of People 552
Little Jack Horner 553
The Reflection 553
The Torch 554

TREND OF THE TIMES 556
EDUCATION IN ACTION 558
THE BOOK TABLE 560
GRINS BETWEEN GRINDS 561

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Dallas as Condon's Vision

RANDALL J. CONDON has a remarkable professional personality, a broad patriotic vision and undaunted courage, all of which is demonstrated in the radical change in the mission and message of the Department of Superintendence when he takes it to Dallas in 1927.

Since the reorganization of the Department the requirements of the place of meeting have become so great, so complex, so exacting that Cleveland is the only city that has met the conditions until this year, when Chicago could have done so. Washington was acceptable because it was Washington. The Cincinnati meeting was a success because everybody was good-natured, and Messrs. Shankland and Allan insisted that everyone who was there for the meeting in advance should literally "get out" to let others in. There had never been such sandwiching before, but they demonstrated that hotels could be used by relays. But for that Cincinnati demonstration the new vision would be impossible.

Dr. Condon and his administration have dared to say that it is of supreme importance that the superintendents of the United States should know the schools and the school people, the geographical personality and historical setting of every section of the United States.

When Dr. Condon said in his famous letter to all members of the Department on May 8 that *he* had never known Dallas until he visited the city in his canvass for a place of meeting in 1927, it was a startling statement. His professional life has had exceptional variety. A superintendent in Maine, in Massachusetts, in Montana, in Rhode Island, and in Cincinnati, and he has always radiated professionally far and wide, but not as far as the Southwest apparently.

Dallas is one of the American cities that every one must know in order to know America. It is the latest creation as a great civic, industrial, commercial and social force. The fact that

a "Dallas and Chicago night air-mail service" was ahead of a Boston-Chicago night air-mail service, second only to New York-Chicago night air-mail service, tells the whole story.

Language fails absolutely when one thinks what it will mean to have schoolmen from every city in America spend a week in Dallas, when not one-tenth of them have even passed through that city.

Condon's Dallas meeting of 1927 will mean more to America than any educational meeting has ever meant.

Roberts of San Diego

EDWARD D. ROBERTS, assistant superintendent of Cincinnati, is unanimously elected superintendent of San Diego for a term of four years with a salary of $7,000 the first year, with future salary to be determined later. His term of service will begin on July 1.

The San Diego Board of Education has canvassed the qualifications of thirty-six candidates during the four months that it has been looking for the most acceptable candidate.

Mr. Roberts is well known nationally as an administrator of rare ability, having been assistant superintendent of Cincinnati for fourteen years, and for a year and a half was actual superintendent, while Dr. Condon was on leave of absence. No other school man in America has been assistant to two superintendents in the same system, substituting for one of them for eighteen months, keeping the system on an even keel and at high efficiency, so that Dr. Condon returned and resumed command without the slightest trace of disloyalty on the part of Mr. Roberts, without a ripple of friction anywhere in the teaching force.

The fact that the action of the Board of Education was unanimous removes all excuse for further discussion, whatever one's personal feeling.

Great Day for Experts

IN CHIGAGO experts appear to have received $1,700,000 for a job that should have been done for less than $80,000, and they seemed to prove that there was no one charge at any time. It appears as though the "experts" charged by the day—$1,900 a day for three—when that was the most profitable, and on a per cent. basis when that paid better. Who wouldn't be an expert?

It is estimated that Elbert Hubbard's "Message to Garcia," which he is said to have written in an hour, has been read by more people than the entire population of the United States.

Personality of Boston University

BOSTON UNIVERSITY means more to New England than conventionalists and traditionalists suspect, and the inauguration of Daniel L. Marsh as president is more significant than academic or professional aristocrats imagine.

For the first time in American history among the delegates from sixty-one universities and forty-one colleges there were delegates from the National Education Association, American Academy of Political and Social Science, American Association for the Advancement of Science, American Association of University Professors, American Association of University Women, American Chemical Society, American Council of Education, American Council of Learned Societies, American Philological Association, American Philosophical Association, American Philosophical Society, American-Scandinavian Federation, and the National Research Council.

Delegates from Harvard, Yale, Princeton, Columbia, Chicago, Brown, Amherst, Dartmouth, Bowdoin, Bates, Michigan, Pennsylvania, Illinois, California, Oberlin, Stanford, Tufts, Minnesota, Virginia, Washington, Vassar, Radcliffe, Mount Holyoke, and Wellesley were sandwiched in with delegates from Universities of Scotland, Spain, France, and Porto Rico.

Educators who are trying to do something had the same recognition as scholars whose grandfathers had done something. This may not have significance to those who are satisfied with the past, but it does have vast importance when we realize that Boston University has the largest enrollment of any educational institution in New England, and ranks with the large universities of the world. And it is not a matter of numbers alone, for it has among its alumni several governors of Massachusetts, both of the present United States Senators from Massachusetts, eminent judges and lawyers, physicians and surgeons, merchants and manufacturers, clergymen and educators. It is too young to have established scholastic breeds, but it has started several vital strains of men and women of achievement.

In the selection of Daniel L. Marsh, one of the most virile congregation builders of America in one of the most materialistic cities of the world, without sensationalism, without appealing to the hates of the Fundamentalists or Modernists, Boston University brings to New England in this hour of its need a man with the thrill of the electrode and the vision of hydro-electric long distance power transmission.

Dallas in February

THE Department of Superintendence will make its greatest experiment this year. The committee of arrangements was in no haste in deciding. The committee visited ten cities. Dallas was the farthest from the centre of attendance of any city giving an invitation. It would not have been decided upon except for eminently satisfactory reasons.

There must be abundant hotel accommodations, a most inviting auditorium, and the best of exhibition space well located. If any one of these conditions is doubtful the committee would not have taken the risk of taking ten thousand superintendents and others there, for this department will not be crowded, will not be uncomfortable, will not accept an auditorium that does not satisfy, and the finances of the Association can take no chances on unsatisfactory exhibit space.

It adds five hundred miles of travel for four-fifths of those who attend, but that is not a serious matter. An opportunity to really get over the border into Texas is a most alluring prospect to superintendents who are not likely to see the Southwest except through attendance upon a meeting of the Department. The two attempts to go South were gigantic failures, but that was before the South was modernized. Dallas is thoroughly modernized.

It is well that the experiment is to be tried with President Condon in charge of affairs. There is no better manager, and the Association and the Department have never been as well prepared to experiment as now.

If Dallas is a success the Department is likely to hike in the future. It will settle for all time the tradition that only four cities can make a success of the meeting.

Boost Dallas everywhere all the time!

State Geography

THE State Teachers College, Bowling Green, Kentucky, is offering one of the most important courses in its summer session that we have known any college or normal school to offer.

"Know Kentucky" is the slogan. There are to be five courses of college value. These three carry senior college value: Geography of Kentucky, Literature of Kentucky, and History of Kentucky.

These courses are of college value: Kentucky's Birds and Flowers, and Kentucky's Wild Animal Life.

In announcing these courses the college says:—

"Kentucky is historically one of the nation's outstanding states. It occupies some glorious pages in the annals of America. But the greatness of Kentucky does not lie in the past alone. Its past is but a background against which to visualize the resources and possibilities inherent in the commonwealth. All patriotic Kentuckians are eager to lend every effort to achieve those possibilities.

"But on the other hand, Kentuckians know pitifully little about their native state. Few Kentuckians can sing two verses of the state song (America's greatest state song) without referring to the text. Few Kentuckians know in any definite and organized way anything of the state's magnificent resources."

Clean School Buildings

THE recent survey of the school buildings of New York City under Dr. William H. Holmes, superintendent of Mount Vernon, N.Y., has led to some eminently wise remarks by the City Board of Education.

The committee agrees that there is considerable room for improvement in cleanliness of the buildings and records its regret that buildings "of more recent construction are not in satisfactory condition as to cleanliness and repair."

"Although your committee is pleased to note the fact, as stated by Dr. Holmes, that some school buildings were found to be in excellent condition as to cleanliness and repair, yet it is displeased to learn that the surveyor found, a few days before the opening of schools in September, 1924, a building which was in a very unsatisfactory condition as to cleanliness, and in spite of its untidy condition, had been marked satisfactory by one of the inspectors only a few days previously. Your committee desires to impress upon supervisors in all branches of our schools that supervision does not consist in the perfunctory approval of work as satisfactory which is, as a matter of fact, unsatisfactory; that such perfunctory supervision and so-called approval is a waste of time and money and results in a lowering of standards and of efficiency, instead of improving and raising them. Efficient supervision places upon the supervisor the duty and responsibility of passing an accurate and independent judgment on the work of the subordinates without fear or favor."

Of the sixty-eight cities with a population above one hundred thousand fifty-six pay high school men and women with the same rank the same salary. Of the twelve that do not have the same schedule nine are in New England. Hartford has recently adopted a maximum of $3,500 for teachers with a bachelor's degree, $3,700 with a master's degree, and $3,900 with a doctor's degree.

The Adolescent

Seventh of a Series of Editorials Dealing With Character Growth

By A. E. WINSHIP

THE twelve-fourteen-year cycle is the cycle very generally recognized educationally, and this is probably because of the assumed danger, physical, mental, and emotional, in those years rather than educational helpful attention to the adolescent youth. No one now questions the fact that these three years are a new creation physically, mentally and emotionally, but strange to say this was not even faintly appreciated until about forty years ago.

We think it just as clearly demonstrated that the three-five-year period is as definitely a new creation as the twelve-fourteen-year period, and that the nine-eleven-year period is as definite a creation as either of them.

Yes, each three-year-period, up to the eighteen-twenty-year period is a real creation as much as the pre-natal stages of development.

This places a new responsibility upon education, making new educational creation indispensable for each personal creation cycle.

There are three distinct classes of educators—the static traditionalists who live with and for their grandfathers; the dynamic, who live for their children and grandchildren; and the amber-hued traffic signals, who are getting ready to think of their grandchildren when they cease to fear their grandfathers.

For a thousand years after the dawn of Christianity only the very heroic dared to use the Arabic notation because it was the Hindu art of reckoning. Not until the discovery of America—not because of it, however—would scholastic religionists in Mid-Europe allow the Arabic to supplant the Roman numerals.

Fortunately the static traditionalists of today have as hard a time to put the brakes on the educational progress of fifty years as the abacists had to muffle the algorists for fifteen hundred years.

Of course the traditionalists are not as idiotic as they appear to be, as we look back upon them, for they had a "reason" for their doubt then, as their descendants have now.

The Arabic notationalists could not explain the zero to the satisfaction of the Romanists. Even now the explanation of the zero must fall back upon the fact that, while it is "nothing," we cannot use the other nine without it, which was no reason at all to any traditionalists for a thousand years, and not to the static traditionalists for fifteen hundred years.

Today the static educationists sleep the sleep of the self-satisfied, because there are zero place-makers that cannot be explained to the satisfaction of those whose educational minds are slumbering serenely.

Not until science and philosophy had progressed far enough to have need of number thinking, until there was a number-mind in civilization, was there need of something that could not be expressed with Roman numerals.

When it became impossible for a man to maintain himself commercially or socially without the general use of number the static traditionalists were forced to accept the Arabic notation even if the zero is nothing but a place maker.

Today the adolescent years have to be accepted even by those who accept them with a wry face. We suspect that the various three-year creations will be accepted despite the zero-nothingists, who will sit on the tail of progress and shout "whoa!" till they die.

We are old enough personally to have lived through the terrible experience of seeing the "Intellect, Sensibility and Will" explanations sent to the scholastic junk heap.

We came very near thinking the world had already gone to the eternal bow-wows, because there were no "faculties" of the mind. If we have nothing else to be thankful for with the increased years, it is sublime joy to have lived until we are more interested in our grandchildren than in our grandfathers; find more comfort in anticipating heaven than in fearing hell.

The real business of the modern mother is to see to it that when the baby completes the first great creative cycle at about three years of age she passes the baby on to children in the home, where the family must accept responsibility for perfecting a new creation, which in about three years it will pass the child on as a school boy, where the first three school years will create a boy who can be passed on to the second three school years, where they can create a manly boy or a womanly girl.

The adolescent creation is a real creation, is the climax of the previous creations.

Babyhood is the leaf-bud of the fruit tree. The tree cannot live for a single season without leaves, and there can be no leaves without leaf-buds, tender, sensitive leaf-buds that can be killed with even a slight frost; leaf-buds that must not be hastened by prying the bud open

even by delicate handling. It must be left to open of itself by the inner urge of aspiring sap.

Childhood is the leafing time. The buds serve no purpose but to create the leaves, but the leaves are the life of the tree. There is no other way for nature to take oxygen and nitrogen and create carbon, which is the tree.

So childhood takes the creations of babyhood and creates responsibility, which is character, without which adolescence is a cyclone, a tornado, and other uncontrolled and uncontrollable functionings of nature.

The first three school years are the fruit-buds, and the second three school years are the fruit blossoms, without which there will be no fruiting.

The years twelve and fourteen are the fruiting years—fruit-setting, fruit-maturing, fruit-ripening. In those years there is very young physical, mental and emotional fruit, and there must be very green, hard, sour fruit. The fruit can only mature while it is green, hard and sour. It enlarges, gets weight as well as size, but it has no appreciable value until it ripens, is enriched and sweetened.

This is the reason for the Junior High School. This is the reason why in the seventh and eighth grades there is need of guidance wholly different from that of the elementary fourth, fifth and sixth grades.

Those grades make manly boys and womanly girls. The seventh, eighth, and ninth grades make manly young men and womanly young women, ripening manly boys into manly young men, and womanly girls into womanly young women.

These are the years that develop personality, the years that encourage the evolution of personality.

These are not the years in which to drive them into anything. They are not the years for "you must" or "you must not."

They are the years for guidance, for faith and not fear, for trust rather than distrust, for practicing, for perfecting abilities they aspire to rather than drilling on something that the teacher enjoys making them do because of the credit he will get from their proficiency in something distasteful to them.

The Junior High School is new. Teachers Colleges and Normal Schools have not prepared teachers for Junior High Schools. They have been quarreling over who should prepare teachers of elementary school subjects and who should prepare teachers of high school subjects, with never a thought in the past as to who should guide boys and girls physically, mentally and socially through the adolescent years.

There must be a new creation of teacher preparation for the seventh, eighth, and ninth grades.

Most Wholesome Warning

By A. E. WINSHIP

DR. FRANK PIERPONT GRAVES, commissioner of education of New York State, had an article in the May number of the Century Magazine which sounds a note of warning that is quite refreshing.

"Ever since the war a host of agencies has been unwittingly conspiring against the peace and safety of the public schools' curriculum. An appalling number of attempts are being made to load the schools with a variety of special activities and observances quite extraneous to their regular work. In no instance does any investigation appear to have been made into the present content of the course, or any real effort put forth to suggest how the new subjects can be correlated with the old material. Its advocates in each case simply insist that it shall be thrust in, regardless of what may happen to the subjects already there. To them the new matter seems of such transcending importance that it must receive full consideration, though the scholastic heavens fall."

Enumerating several of the activities that have been most persistently urged during the past two or three years, Commissioner Graves points out that more special weeks have been requested than there are regular weeks in the school year.

In addition to this demand for inroads on school time, scarcely a week passes without an effort to start a collection of funds, make a drive, or initiate a campaign for some object, and numerous efforts are made to honeycomb the school year with holidays. "Indeed, everything possible seems to have been suggested, save special weeks for arithmetic and geography, special days for reading and spelling, or special drives to improve legibility and speed in handwriting."

The commissioner shows how extraneous to the public school curriculum many suggested projects are, and how the situation is aggravated by the attempts of agitators to secure legislative approval for activities frowned on by educational authorities. He points out the basic fallacy of the arguments used by the proponents of special observances, and calls upon school authorities to preserve the integrity of the public school curriculum.

Schools of the Nation's Capital

By F. B. DYER

Member Board of Education, Cincinnati, Ohio

IT was my misfortune to be marooned in the South during the Superintendents' meeting. To compensate, I have just spent ten days in Washington, primarily to study the building program, but incidentally to observe the development of the schools in the light of numerous visits made in the last forty years.

So much has been said of Washington as it has appeared in gala dress at the recent educational conventions, that it may be of interest to have an interior view of the schools in their working clothes, as seen by a quiet observer in classrooms, assemblies, and groups of teachers, as well as in Congressional hearings, board meetings and contact with individual teachers, staff officers and citizens.

One could not but be impressed with the spirit and tone of the Senate hearings and board meetings, in which the former caviling and futile discussions have given way to a manifest intention to co-operate for the best interests of the schools. But I was especially impressed with the rising tide of enthusiasm, hope and confidence among the teaching staff itself, which has displaced the distrust and despair that devitalized so much of our teaching after the war. Washington teachers were depressed like other teachers, and not without cause; salary conditions were intolerable and physical conditions were not much better, and no redress was in sight. A school administrator, struggling with deaf congressmen on one side, and with clamorous teachers on the other (and with a divided board back of him), was in the condition of the proverbial gentleman who "took to the woods," but the superintendent doggedly held on and hammered away till he has made at least a dent.

IMPROVED CONDITION OF TEACHERS

The new salary schedule is now in its second year of operation and has brought such contentment of mind that I did not hear it discussed. It should be studied by every school administrator. It is as satisfactory a schedule, so far as the rank and file of teachers is concerned, as has yet been devised, making the difference between ranks of elementary, junior high, and high school teacher only about $200, raising each to a reasonably high maximum of about $2,600, $2,800, and $3,000, and providing a promotion to a still higher maximum under certain conditions which are determined with the advice of the Teachers' Council. The new schedule has greatly reduced the number of resignations, and has enlarged the eligible lists so that vacancies no longer go begging.

The professional spirit among teachers has been greatly stimulated by seeking their counsel in all educational matters. The board has recently given official recognition to the Teachers' Council and from time to time refers problems to them for their deliberative consideration. They have been taken into partnership and have done much to secure legislation, and increased appropriations, and especially to improve the curriculum and establish a fine professional spirit.

During my visit a hearing in Congress was held on a Teachers' Retirement Bill, providing increased annuities. Without a dissenting voice, teachers, school officials, and citizens were united in support of the measure. The committee giving the hearing appeared to be favorably impressed, and there seems to be no doubt of the passage of an Act which will greatly better the condition of teachers retiring from the service.

Another significant change I noticed is the close team work in the administrative staff itself. When I last visited the schools of Washington the officers at headquarters consisted of the superintendent, an assistant for the white schools and one for the colored schools. Business affairs were under an accountant somewhere. Elementary schools had, as a rule, teaching-principals, and a large group of these were under a supervising principal who was *it*, with none to molest or make him afraid. If there was any close touch of these with the few "higher ups," or, in fact, any interchange of opinion and co-operation among themselves, it was not visible to a casual observer. No doubt they were capable and industrious, but necessarily they were individualistic, and the supervisory staff apparently lacked unity, morale and élan.

In my recent visit it was interesting to note the thoroughgoing reorganization that is in progress. A business manager with rank of assistant superintendent, and several assistants for elementary supervision have been appointed. Elementary principals are being freed from teaching to supervise their buildings, and the group-supervising principal, or local superintendent, is disappearing. With a small number operating from a central office, through the greatly magnified local principal, a much more unified and co-operative spirit is evident. Attendance at one of the periodic meetings of the administrative staff of more than one hundred

and fifty, will convince anyone of their team spirit and professional enthusiasm. Such intimate contact and frequent interchange of opinion among such choice spirits could not result otherwise.

THE NEW BUILDING PROGRAM

Washington is definitely committed to the 6-3-3 plan of school organization. There are now eight junior high schools with eight or ten more provided for. The old type of elementary school is to be abandoned and modern buildings with many new facilities are to take their place. It is none too soon, for the elementary buildings in the city were exactly one generation behind the times.

Congress has at last authorized a five-year program of about four million dollars a year for grounds and buildings. I am told that this is more than the total hitherto spent for such purposes in the history of the city.

The board is now in the second year of its program and it was my privilege to visit an elementary school and a junior high school of the new type. The new type of elementary school building contains sixteen classrooms together with a kindergarten and three special rooms for manual training, domestic science and domestic art. The building includes a combination assembly-hall-gymnasium with movable doors and usable for assemblies of pupils and patrons of the schools as well as physical training purposes. The type of building is of first-class fire-proof construction. It is constructed entirely above ground, the usual basement rooms being wholly above ground and well lighted. The kindergarten and four special rooms together with playrooms and toilet facilities are found in this above-the-ground basement floor. The two additional stories contain eight rooms on each floor together with office rooms, teachers' rooms and similar facilities.

The junior high school is of an extensible type. The first unit consists of about twenty-four rooms with a combination assembly-hall-gymnasium, built on the block unit type with assembly hall in the centre and wings on either side. Extensions are provided for by the addition of wings to be constructed at either side of the main building. The first unit will accommodate about 750 pupils, and the buildings when finally completed will accommodate about 1,200 students. As yet only the first unit of these buildings has been constructed, but an appropriation has already been made for adding the first wing to the first one of these type buildings.

The board is undertaking to provide new buildings with sufficient playgrounds—in many cases, with several acres. It is also enlarging old sites. Though costs are almost prohibitive, this must be done, for some yards are so cramped that children can only exercise by jumping up and down.

To those familiar with the past, the present situation in Washington school affairs shows real progress. Things move slowly there. They have just secured an up-to-date compulsory attendance law. Heretofore they had no provision in law for taking a school census. The law now consolidates in one department the attendance provisions, the issuing of work certificates and the taking of the school census.

Just before I left the city, a Bill was introduced, providing for the election by the people of members of the Board of Education. At present the Supreme Court of the District appoints. There is no popular vote in the District for any office. It seems strange that the Conscript Fathers think it necessary to keep the schools aloof from the people, but there is little prospect of the passage of such a Bill, for it will be viewed as an entering wedge to give the control of the District to its residents.

The Question of Age

By Alfred Osmond, Provo, Utah

He is not old who keeps his spirit young
And feeds his fancy with the flame of thought
That clings today as it has always clung
To words and works that master minds have wrought.
He is not old who has been sanely taught
That life and love will never cease to be,
And that the heroes who have bravely fought
To set the captives of their races free
Were marching to attain a deathless destiny.

He is not old who has the strength of mind
To see the secret values of the truth,
And feel the force that fashioned and refined
The savage nature of the callow youth.
He is not old who feels the pangs of ruth
For all who have been called to weep and mourn.
He is not old who knows he is uncouth,
But not so base that he will look with scorn
Upon the friendless wretch who has been lowly born.

He is not old who still persists in climbing
Towards the sunlight of the better day,
Who when he hears the bells of progress chiming
Advances to the thickest of the fray.
He is not old who in his heart can say:
"I feel the vigor of a carefree boy,
And once again I love to romp and play
With dear companions in the fields of joy,
Immune from all the cares that tarnish and destroy."

He is not old who will not bend the knee
To habits that dishonor and enslave
The mind that should be fetterless and free
To rise above the darkness of the cave.
He is not old who will not be a slave
To forces that would drive him to despair,
But trains his nature to be strong and brave
With such devotion and persistent care
That time will make it seem more beautiful and fair.

Teaching to Spell Efficiently—I

By ORSON RYAN
Superintendent, Logan City Schools, Logan, Utah

THE idea that children learn to spell by merely repeating or writing in order many times the several letters of a word is now seriously questioned by our best authorities.

Modern method requires an appeal to four forms of sense impressions, viz., visual, auditory, vocal-motor and hand motor.

The steps in the process of learning to spell a word are:—

First—Accurate hearing.
Second—Clear and distinct vocalization.
Third—Clarification of the visual image.
Fourth—Clarification and refinement of the vocal-motor image.
Fifth—Clarification and refinement of the hand-motor image.

Having heard the word accurately, obtained a clear visual image of it and spoken it distinctly, the pupil is prepared for the writing of the word which in turn becomes the hand-writing image.

WHAT WORDS SHOULD BE TAUGHT?

Teach those words which the pupil will be most apt to use in his written work, and which are representative of other words which he may find useful.

Note: Our modern spelling books contain most of the words the pupils will need. The teacher must supply the local and other desirable words needed in the written discourse of the various subjects, arithmetic, science, geography, etc.

TEACHING PROCEDURE.

THE WORD LIST.

1. Teacher select a list of

30 to 40 words for the 3rd grade
40 to 50 words for the 4th grade
50 to 60 words for the 5th grade
60 to 70 words for the 6th grade
70 to 80 words for the 7th grade
80 to 90 words for the 8th grade

Syllabication of these words is necessary for teaching. Always use the dictionary for syllabication and for the correct pronunciation. These lists of words are sufficient for two weeks.

As a rule, words for spelling should be selected from those that the pupils already know, i.e., they should have heard the word and spoken it in conversation; they should have seen and read it often in both print and script; they should, in a general way, know its meaning and use. However, there comes a time when the child is as eager for new words—often long and impressive ones—as a girl is for a new dress or a boy for a bicycle. Not to teach these words when this time comes is to fail to take advantage of one of life's most helpful and satisfying situations.

PRE-TEST.

1. Dictate the entire list as a pre-test. Pronounce each word accurately and distinctly, but only once. In giving such a preliminary test, it will often help if the teacher tells the pupils not to write the word at all unless they are fairly sure they can spell it correctly.

Children from the fifth grade up should use pen and ink whenever possible.

Place name, date, school and grade at top of paper.

Use paper of a size just large enough to hold the entire list when written. This will help to discourage scratching out or re-writing words.

2. Collect all papers by having them passed, in the best way, to your desk. When this method of procedure has been fairly well established time (for the teacher) may be saved by having pupils check misspelled words before papers are collected.

3. Drop from the teaching list all words that are correctly spelled by all of the children. But keep these words for use in the memory and retention tests and make provision for their frequent use in written discourse.

4. Have each pupil keep a "word-record-book" of all words he spells correctly each day. These he may get from his paper when it is returned, from the blackboard, or from his practice paper. List the words in the "word-record-book" as "A"-words, "B"-words, "C"-words, etc.

5. Excuse those pupils who spell every word in the pre-test correctly from the formal instruction of that list. But require them to keep "word-record-books" and to take all of the tests and to use all of the words in purposeful situations.

6. Hold each pupil rigidly responsible for all words learned. For example—when a pupil does any written work in any class and misspells a word which he has in his "word-record-book," return this work to him unmarked, and require him to find and correct his own spelling mistakes. This he can do by referring to his "word-record-book."

TEACH THE WORDS NOT KNOWN.

The method by which this is accomplished is typical of drill technique:—

1. The teacher selects a limited number of words for teaching each day from those misspelled in the pre-test. The following numbers are a fairly safe guide:—

4 words in the third grade.
5 words in the fourth grade.
6 words in the fifth grade.

7 words in the sixth grade.
8 words in the seventh grade.
9 words in the eighth grade.

Note: The teaching presentation is largely a matter of fixing the four images mentioned above—visual, auditory, vocal and hand-writing images.

2. The steps in the process are:—

(a) Look at the word (which the teacher writes properly syllabicated in a clear space on the blackboard. Write only one word at a time).

(b) Teacher pronounces the word, articulating each syllable clearly and distinctly. When necessary, the teacher should define the word and illustrate its use. Never try to "pump" the meaning from the pupils. The correct pronunciation and meaning of a word are very important factors in learning to spell it.

(c) Class pronounces it—individuals pronounce it.

(d) Spell it (orally,) (class and individuals) (pause between syllables).

(e) Pronounce it again (class).

(f) Erase from the board.

3. Proceed in this manner with each of the words of the teaching list.

4. The teacher now writes each word, as a unit (not in syllables) on the board again. She gives the following instructions for each word:—

(a) Look at the word carefully.

(b) Pronounce it to yourself in syllables.

(c) Spell it to yourself by syllables.

(d) Look away and see if you can spell it. (Test two or three pupils on the word.)

5. Leave the word on the board and add the other words, treating as in 4 until the teaching-list for the day is on the board.

6. Look over entire list, quickly. Any brief question?

7. (a) Teacher erases one word. What was it? Spell it. Write it on the practice sheet. See if you have it right. If not, write it correctly as it is spelled by the teacher.

(b) Erase another word; spell it; write it; see if you have it right, etc.

(c) Follow each procedure with each word in the teaching-list for the day.

(d) Turn your practice paper over—

Write (teaching-list) as fast as you can. Finish each word before you attempt another. Teacher dictate at a rate which will keep pupils up to the maximum speed of the majority of the group.

Note: The actual teaching of the words for any one day should require from about three to seven minutes. (While the teacher is acquiring skill in this method, the time will be longer.) Each time the words are written on the board or dictated, the order in which they are given should be changed.

TEACHING TEST.

1. (a) Put practice sheet in desk. Use sheet with name-date-grade on.

(b) Teacher dictates sentences in which the words are used. Pupils write the word but not the sentence.

2. Collect papers. This is the teaching test. If 94 per cent. to 98 per cent. efficiency in immediate ability is not secured, it is a sign that the teaching has been faulty in some phase of it.

3. Re-teach individual pupils who have misspelled words while the remainder of the class are engaged in writing drills.

4. Special cases must be given special treatment. Any pupil who misses more than two words is probably a special case. If a word is misspelled by a majority of the class it should be taught again a few days later.

Note: Some words need more drill than others. Some pupils need more drill than others. Herein lies the fine art of teaching, i.e., teach each pupil what he needs to know and in such amount as he needs to know.

[Note: Article II by Mr. Ryan will tell how the words which have been taught can be fixed permanently. It will appear in our next issue.]

The Little Things

By Grace Haines

Oh, it's just the little homely things,
The unobtrusive friendly things,
The "won't you let me help you" things
That make our pathway light;
And it's just the jolly joking things,
The "never mind the trouble" things,
The "laugh with me, it's funny" things,
That make the world seem bright.

For all the countless famous things,
The wondrous record breaking things,
Those never can-be-equaled things
That all the papers cite,
Are not like little human things
The "just because I like you" things
That make us happy quite.

So here's to all the little things,
The "done and then forgotten" things
Those "Oh, it's simply nothing" things,
That make life worth the fight.

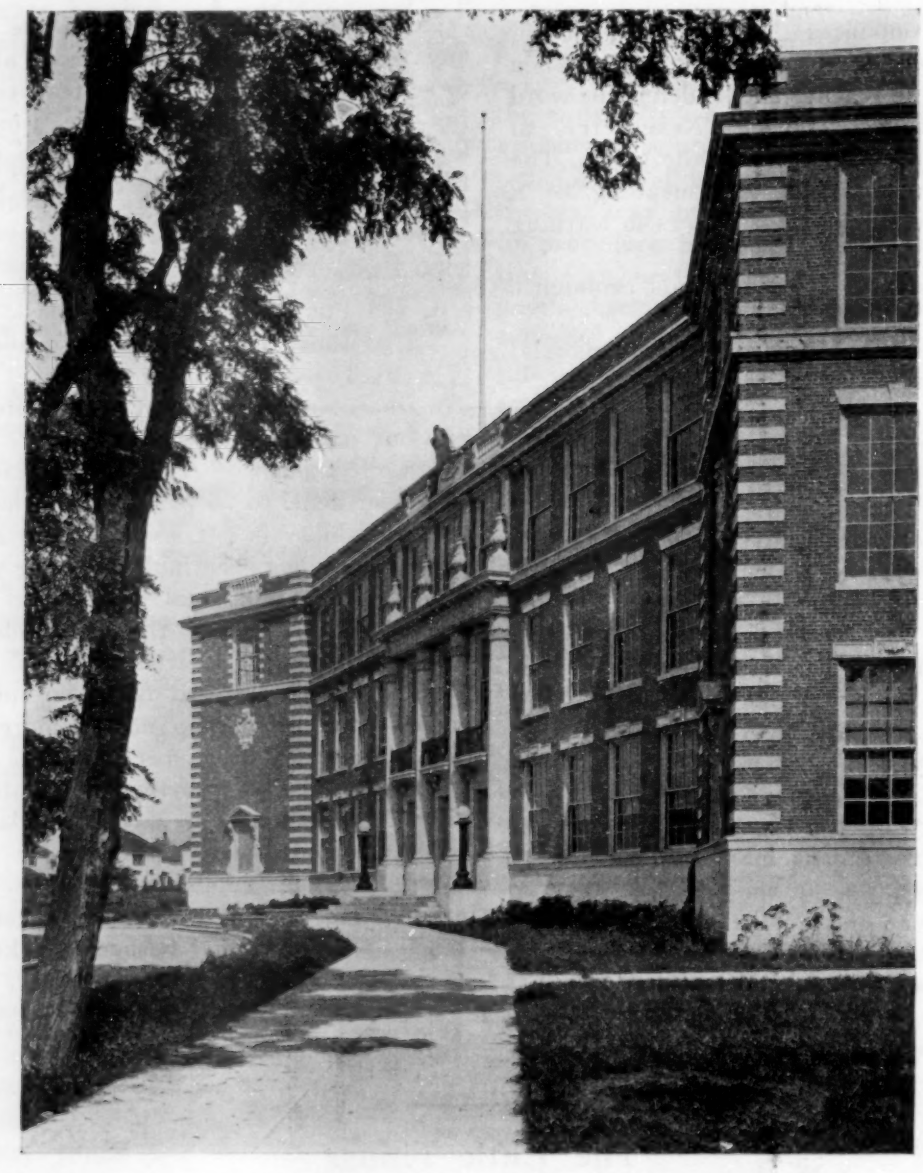
—Ohio Educational Monthly.

Beverly High School

By F. H. PIERCE

IT is not so long since a large assembly room where the whole school gathered, a number of simple recitation rooms and a laboratory or two, constituted the equipment for a high school. Since that time the population of our country has increased 65 per cent., and the population of our high schools over 500 per cent. Thus has the housing problem been kept constantly and almost continuously at the front, and, because of the inertia of our democratic type of government, communities have been, on the average, ten years behind in their building programs. In fact, many structures have become inadequate ere they were completed.

But the enlargement of the high school plant has been far more than a mere multiplying of the original simple units. The flood tide of popularized secondary education has swept into our high schools a cross section of our juvenile population, the educational needs of which have produced a more scientific approach to and study of our national problem with the result ant changed conceptions of the functions of education. These new conceptions have found expression in buildings of greater and greater variety of construction and equipment. Education has presented and still does, to a considerable extent, the strange paradox of a preparation for life which is most unlifelike in many ways. Our educational leaders, however, have the vision, and a real modern plant has



BEVERLY (MASS.) HIGH SCHOOL

Adden and Parker, Architects, Boston, Mass.

many facilities necessary to make school life function, not as a preparation for, but in, life itself.

The outstanding features of Beverly High School which recommend themselves are its adaptability to a modern program of education and an arrangement of parts of the plant most suitable for efficient organization, administration, and supervision.

There are four rather distinct parts to the plant—the main building containing the administration offices, the assembly hall, and the various recitation rooms; the cafeteria; the gym and heating plant; and the shop building.

The main building contains sixty classrooms (classifying study halls, typewriting rooms, and laboratories as such), nine office rooms, the auditorium, the library, and six storage rooms in the basement.

No attempt will be made in this article to describe in any detail any part of the plant unless it offers a feature of especial significance in the administration of the school or something which has not yet become standard in modern high school buildings.

The corridor walls throughout the building are lined with built-in lockers—flush with the surface of the walls—an arrangement which proves most satisfactory. All the pupil's possessions (books as well as clothing) are here amply protected under the three-way combination locks. Each locker is ventilated.

The cafeteria is so arranged that the boys go in on one side of a central dividing rail, and the girls on the other, to a counter so equipped that two rows of boys and two rows of girls are serving themselves at the same time. So efficient is this scheme that one half the school, or 650 pupils, have all been served in twelve minutes. White tiling makes a durable, clean and attractive surface throughout the kitchen proper. Equipment of the most up-to-date type has been provided with two storage rooms and a dietitian's office. On either end of the kitchen are the large openings with the sinks just inside, to which the pupils bring their soiled dishes. The sinks are connected to dish-washing machines. When the cafeteria is not in use for lunch, folding doors make it possible to shut off the centre of the lunch room and the kitchen from each of the two wings, thus providing two study halls capable of very comfortably handling 100 pupils each.

One may pass from the cafeteria on either side down to the basement floor and into the gym which, with the heating plant beyond it, is an annex to the main building. The outstanding advantage of this arrangement is that, by securing two doors, the gym may be separated from the remainder of the building for evening or other special use.

The main building is of pentagon shape. In the centre of this figure is the auditorium. Its stage has folding doors at the rear on the corridor. When these doors are drawn back the stage is enlarged by the addition of the corridor so that nearly 300 could be seated on it. In the centre of the stage are large trap doors through which the stage scenery is lowered into the spacious storage room in the basement directly beneath.

Two study halls seating ninety-seven each are located in the rear of the main building on the second floor with the library between them. The library will accommodate about 100 pupils. Between it and the study hall on one side is the librarian's work room, and on the other side four small consultation rooms, separated by opaque glass and with plain glass on the sides toward the library and the study hall. In passing from these study halls to the library, pupils are always in view of the librarian and the study-room teacher.

Fortunately there are about seven acres of land which constitutes the campus of Beverly High. The shop building is approximately 200 feet from the main plant, of brick construction, 250 feet long and 50 feet wide. Four fully equipped departments in this building offer manual and vocational instruction in printing, sheet metal work, woodwork, and auto repair.

The student of schoolhouse construction will now ask: What provision has been made for expansion? In this respect, as in others, the originators planned wisely. The classroom capacity of the building as it now stands is 1,500 pupils; there is room for laboratory, commercial and household arts equipment for 2,000 pupils. At a relatively small cost the long sides of the pentagon-shaped building could be extended, and classrooms added to make the uniform capacity of all parts of the plant 2,000 pupils.

We have enough tested ideas which, put into practice, would take the world out of its sloughs and banish poverty by providing livings for all who will work. Only the old, outworn notions stand in the way of these new ideas. The world shackles itself, blinds its eyes, and then wonders why it cannot run!

—Henry Ford.

How One School Uses Character Chats

For a School having ten or more classes in Grades 4 and above:—

1. Subscribe for, or secure, two or more copies of the Journal of Education beginning with the issue of April 8, 1926, if possible.

2. Cut out the Chats for mounting.

3. Use stiff pieces of cardboard, approximately 13″ x9¾″. Grey newsboard sheets used in fifth grade manual training are very suitable.

4. Include Instructions for use of the Chats by the author.

5. Print in upper corner the initial letter of the significant word in the title of the Chat.

6. Prepare a catalog of this collection in an 8½″x7″ blank book, printing upon its first cover page, perhaps, Character Chats Catalog.

7. Upon the first page may appear the principal's instructions regarding the distribution of these essays upon moral conduct. If a start can be made with one for each class it may be convenient for a week or two for teachers to exchange among themselves. Thereafter a cabinet in charge of a teacher may receive and disburse.

8. Upon the pages alphabetically succeeding should appear in the first column the titles; then as many vertical ¼″ columns as there are classes, each headed with number of grade and teacher's initial, and room number possibly; e. g., $\frac{14}{5\,W}$ meaning Miss Wise of Grade 5 in room 14.

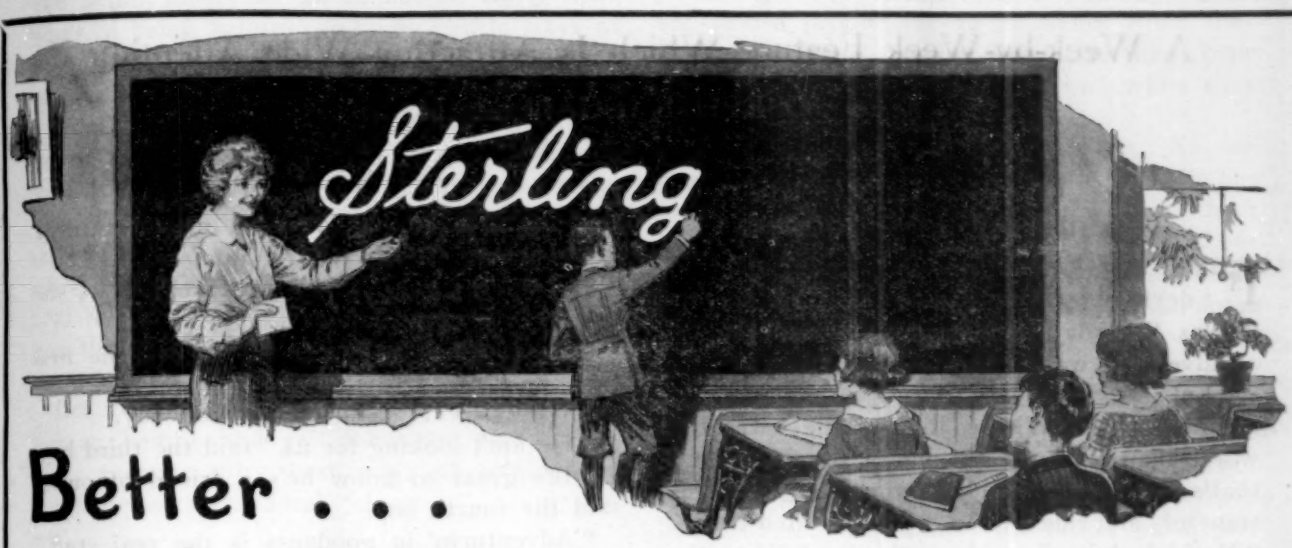
9. When a Chat has been used in class place a √ in its column and a number just above it, 1 to indicate its value considering its adaptability to that class, if excellent; 3, if passable; 4, if unsatisfactory, thus securing a valuable element in future selection.

10. It would seem to be feasible to establish a set for a building in a large district, and possibly one for the rooms upon a floor.

These Chats, when made conveniently available, cannot fail to prove genuinely helpful to the teachers who are so zealously endeavoring to develop sterling character in the youth placed in their charge.

Respectfully submitted by one of the Boston Masters,

Arthur Stanley.



Better . . .

for schoolroom eyes and nerves and for School-board pocket books.

For School-boards there has always been a blackboard problem. The question as to what blackboard their school or school system should install. The need to meet a budget—to figure carefully within a well defined school equipment cost.

Today . . . Sterling Lifelong Blackboard . . . time-tested and proved . . . brings a new factor into consideration in the installation of blackboard. Now architects, contractors and builders present important facts to School-boards that simplify their blackboard decisions and make a *name*, a *trade-mark* the paramount consideration in blackboard specification.

These are the facts

Sterling Lifelong Blackboard is relatively inexpensive. So cost is readily met. It requires practically no upkeep. So depreciation and repair budgets are materially cut. It seasons—and improves with age, so it remains always a splendid investment. Full and detailed directions make it easy to install. As it is fireproof, warp and buckle-proof, it is a permanent fixture. And, further . . . fully guaranteed by the manufacturer and the distributor who sells it . . . *all* hazard, of any kind, is eliminated.

Educators will agree

And beyond the consideration of most-for-the-money, is the aid of Sterling Lifelong Blackboard to the classroom. Sterling is blacker . . . and black all through. It has a finer writing surface. It is easier to write upon . . . easier to read from. It actually assists in lessening schoolroom tension . . . reduces eye and nerve strain of pupils, a factor seldom considered but one which high authorities agree is of importance.

STERLING W.C. LIFELONG W.C. BLACKBOARD
© 1925—WEBER COSTELLO CO.

Free Sample

Know this better-built blackboard. We invite comparison with any blackboard you have known before. Realize, please, that behind Sterling Lifelong Blackboard is 40 years of specialized experience, and 8 years of exhaustive and specific research. We believe that Sterling Lifelong Blackboard offers blackboard perfection. We will send you a sample, and the interesting facts . . . free! Just fill in, and send the coupon.

Time-Tested W.C. Products

Genuine Old Reliable Hyloplate Blackboard—for 41 years.
Geographical Globes—44 years' experience.
Andrews Tellurian—43 years; patented 1882.
Weber Noiseless and Dustless Eraser—31 years.
Andrews Dustless Eraser—48 years; patented 1877.
Liquid Slating—same formula 52 years.
Alpha Dustless Crayon—56 years; patented in 1869.

The more recent additions are:

Costello Hanging Globe—19 years.
Costello Double Sewed Noiseless Eraser—4 patents, 11 years.
Universal Eraser—18 years.
Wear Better Eraser—8 years.
Sanitary Eraser Cleaner—9 years.
Bacon Standard Series Wall Maps.
Bacon Semi-Contour Series of Political Wall Maps.
Costello Automatic Map Case—pat'd.
Perfection Tilting Map Rack—pat'd.

Weber Costello Co.

Chicago Heights — TIME TESTED W.C. SCHOOL SUPPLIES — Illinois

Reg. U. S. Pat. Off

Send this Coupon

If you want the facts and prices of other items than Sterling Lifelong Blackboard, check them on the list above the coupon, clip out the list and mail to us, with the coupon.

Coupon (J5)

WEBER COSTELLO COMPANY
Chicago Heights, Illinois

Gentlemen: Please send me, without obligation on my part, full information about Sterling Lifelong Blackboard, a *free* sample and the name of the nearest distributor. Also prices and information regarding products checked above.

Name _____

Address _____

Character Chats

A Week-by-Week Feature Which Is Attracting Wide Attention

By JOSEPH B. EGAN, A. M.

Adventuring in Goodness

FIVE boys stood on the corner plotting deviltry. They had nothing to do, and it was Saturday and springtime, and the call of adventure was in the blood.

"Let's sneak down to the corner and ring the doorbell of Widow Jones. She hates that worse than poison," said one of the gang. "Oh, that's too easy," said another. "Let's bum transfers and ride all day in the elevated trains." "Nothin' doing," said a third. "I'd rather raid the fruitstand of old John. He's too lame to catch us, and his apples are all polished up." The fifth boy now turned to the rest: "Listen, fellows!" he said, "I ain't any better than the rest, but I got an idea. Miss Jackson said yesterday that there is more fun in an adventure in goodness than in anything else. She knows an awful lot, I tell you, and besides she's pretty. I'd like to try it just once." "Oh, go on!" said the first boy. "We ain't got time for that sort of stuff."

"Gee, I don't know," said the second. "I'd like to try it. If there's fun in it we should worry." "What'll we do?" said the third boy. "That's it, what shall we do?" said the fourth boy. The fifth boy was equal to the demand. "I got it all thought out," he said. "You know old Mrs. Sampson. She's so old her hands are all wrinkly. Well, I saw her trying to cut up a load of kindling. What do you say we go get axes and cut up that kindling and pile it in her cellar, too, and when she offers to pay us we'll all say: 'No, Mrs. Sampson, we don't take nothin'. We were just loafin' around, so we thought you might like a lift." "It's a go!" yelled the boys, and each ran off in a different direction for an axe. They were back in a moment, and a little later Mrs. Sampson straightened up her tired old back to look at five boys armed with axes standing all around her. "Bless us!" cried Mrs. Sampson, "what do you want?" "Nothin'," said the first boy. "Just thought you might want some help." "I can't hire you," said the old lady. "Nobody can," said the second boy. "We're doing this for you just because we want to."

A half-hour later five boys stood at Mrs. Sampson's front door. The wood was all chopped and carted in. "I can't believe it," said the old lady, with tears in her eyes. "I never see the beat of it." "It ain't nothin'!" said the fifth boy. "We was just adventurin' in goodness. Goodbye, Mrs. Sampson."

"God bless you," said Mrs. Sampson, as she watched them walk away.

"Here comes a policeman," yelled the first boy.

"Who cares?" said the second boy.

"He ain't looking for us," said the third boy.

"It's great to know he's a friend of ours," said the fourth boy.

"Adventurin' in goodness is the real stuff," said the fifth boy.

Two Kinds of People

I ONCE knew a little girl who met her father every evening with her hand out, palm up, and the question, "What's you got, Daddy?" She was a very good little girl, but she had a very bad idea, and a very easy-going father who hated to disappoint her. The result was the child grew into girlhood with her hand out, palm up, so to speak.

Now we should all go through the world with our hand out, but not with our palm up. Instead we should go through life with our forefinger and thumb very close together. I wonder how many of you know what I mean. Just try it out in practice. Stretch your hand out, palm up. What does that signify? Now stretch your hand out with forefinger and thumb pressed together. What does that signify?

In the palm-up class are to be found all the shirkers, the selfish ones, the grafters, the bribe takers, the easy-job fellows, the thugs, the bandits, and whoever else goes through life without contributing something useful and usable at the close of every day.

In the forefinger-against-thumb class are to be found all the givers, the workers, the unselfish, the creators of physical and mental wealth, and whoever hands to his fellows something worth while at the end of the day's work.

Now it happens by force of circumstances that girls and boys for the first few years of their lives must belong to the palms-up class. In other words, from the time of birth until about the fifth or sixth birthday things must be done for them all the time and little expected in return, but from the age of seven on children should begin to change ever to the forefinger-against-thumb class. This is not so hard as

one might imagine. There are so many little ways of being helpful; so many gentle ways of giving something to somebody who will appreciate it. How surprised, for instance, and delighted any mother is when a little girl, without being asked, runs and gets a dishtowel, and says: "Now, mamma, you go and sit down. You're tired working for me all day. I'm going to wash and wipe these dishes," or how astonished any father is when his little son takes the coal hod out of his hand, and says: "Let me get that coal, Dad. You're tired working for me all day."

Let us think, therefore, of the two classes of human beings and set down on paper as a class exercise, fifty best ways of joining the forefinger-against-thumb class.

Little Jack Horner

Written at request of I. M. K., Middletown, Conn.

HIS right name was John Francis Horner. The boys called him Jack Horner, while the neighbors knew him as that dreadful Horner boy. A literary lady was so shocked at his dreadful manners that she made the following rhyme about him:—

Little Jack Horner, etc.

Isn't it curious how unmannerly people get themselves talked about? I suppose there isn't a boy or girl in the country who has not told himself many times about little Jack Horner. One would actually be tempted to think that the dreadful Horner boy was a hero or something.

Suppose for a second we take a look at the Horner boy. It is Christmas morning, when everybody is happy and wears the sweetest smile and the prettiest hair-comb they possess. Little Jack is standing in the doorway of his mother's kitchen. He has a deep frown on his face.

"I won't wait till dinner," he cries. "I want my pie now. I want my pie now."

"But Jackie, dear," argued his mother, "if you eat it now you will not have it later."

"Give it to me right now," cried Jack, "or I'll kick the cat." So Jackie's mother gave him the pie.

"Now give little sister a piece of it," she said.

"I will not," yelled little Jack. "I'll eat it all myself. It's my pie."

"Very well," said his mother, for she was an easy-going woman, "eat it all yourself if you want to, but you are a very selfish boy and will come to no good end."

With that little Jack ran off as fast as he could and squeezed himself into a corner where he thought no one would bother him. You see selfish people like to be alone when they have something good. They are like little dogs with big bones. They growl while they crunch.

Little Mary did not run after him. No, indeed. She stayed in the kitchen to help her mother make more pies for little Jack. Isn't it curious how selfish, unmannerly people get everybody to work for them? I suppose decent people would rather work for them than fight with them.

Well, anyway, Jack Horner sat in his corner and started to eat his pie. Anyone would expect him to use a spoon or a fork. Polite people do use such things. But Jack Horner was not a polite person, so he used his dirty little thumb. Right into the pie it went, dirt and all. Out it came with a huge plum sticking to it.

Like all selfish, unmannerly people little Jack Horner had a very big opinion of himself. When he saw that plum sticking to his dirty little thumb his eyes bulged out and he started to yell as loud as he could.

"O Mary, come here quick. See how I have speared this plum. I did it all by myself with my own thumb the very first time."

Of course the literary lady could not let him say all that. There wasn't room. She merely let him say: "What a great boy am I!" But I shall leave it to everybody to judge whether or not little Jack Horner was a great boy or whether or not he was merely a selfish, conceited, unmannerly little pig.

The Reflection

THE other day as the train approached Boston it came to a spot where the farther bank of the Charles River was lined with beautiful trees. The river itself was calm and smooth and reflected the violet trunks and twisted limbs as perfectly as a mirror made of glass.

Because the train was high on a hillside the tops of the trees were about on the level of my eye. As I looked past them I saw a scene of desolation, a dump in which were scattered heaps of ashes and old discarded things, while in the far distance the brown bulk of factories steamed in the sun.

There was nothing inspiring or beautiful in the real background of those trees. But when my eye dropped to the reflected trees it looked far beyond into the limitless depths of sunlit sky. Gone were the sordid things of the waste land; gone were the huddled factories; gone all the evidence of man's bitter struggle for life and happiness.

Against the dark background of dump and buildings the trees looked dull and uninteresting, but against the reflected background of the sky they looked rich and glorified.

Is not this true of the lives we live? Often the real things about us, our physical backgrounds, are dull and uninspiring. We need not, however, lead dull and uninspiring lives, for we can set our days against another background, a background of spiritual things, as limitless and true and beautiful as the spacious skies. Across the great background of the soul will come on noble sweeping wings, the doves of happiness, the eagles of real victory. Cheerfulness, like shafts of sunlit happiness, will touch to gold the edges of the far clouds where noble thoughts and hopes and aspirations well up in fleecy folds.

At night, in times of darkness and despair, when our physical background takes on a tone of mystery and fear, and unhappiness slinks like a prowling thing across our hearts, what a God-given joy to drop our eyes to that spiritual background where in the depths of our Father's love gleam and glisten the steadfast stars of truth.

The Torch

GOODNESS is light and evil is darkness. We need eyes to see goodness, but evil reaches out and touches us with clammy fingers in the dark. As we do good deeds we light torches along our path. As we do evil deeds we put out the lights that others have lit around us or that we have lighted.

If we put out a light and a brother stumbles and falls into a pit, is it the fault of the light that is out or of him who put out the light?

If we light a torch with a good deed and place it in a troubled spot and a brother, therefore, sees the danger and avoids it, is it the fault of the light or of him who lit the light?

Now, there are those who light lights and there are those who never light lights, and there are those who go about putting lights out.

And if there are no lights about us is there not need for us to light torches of good deeds? And if others go up to torches that are already lit and try to put them out is there not need to say to such: "Brother, do you so love darkness, that you would put out that light?" And if such a person persists is there not need to wait by the darkened torch and relight it with a flash from our own noble nature?

And there is a God, a very great and wonderful God, who sees through the world as through a sieve and in whose eyes light is pleasant and the torches of men things to be happy over.

Light, therefore, your torch, be it a smile or a kind word, or a noble deed, or a good thought or a "Thank you!" for things received. Light it and leave it. It will not fail though the years go and men pass, and the way of life is trodden deep and smooth by the patter of uncounted feet.

Note to Teachers

Following the brief devotional exercises with which the school day is opened, the teacher reads one of these stories aloud to the class. Then, without comment, the teacher retires from desk or platform, while one of the pupils who has previously been appointed "judge" steps forward and asks what the class thinks about the story. In the ensuing discussion many different ideas are likely to be expressed. When the time is up, the "judge" renders a snap decision as to which boy or girl has given the best interpretation, and that pupil automatically becomes "judge" for the next day.

Handled in this way the "Character Chats" become the pupils' own possession. The 12-minute period assigned to the exercise passes pleasantly and pupils look forward to the next one with eager interest.

The teacher should let the pupils "have it out" among themselves. Unless her opinion is directly asked, she may well remain in the background. I cannot too greatly emphasize the importance of this point. No matter how much better the teacher could explain the message, she should let the class do the talking. Make it their affair and they will profit by it.—J. B. E.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department. Bring your troubles to Mr. Egan!

Character is the most important end of education. The life that "shines serene in the darkness and dread of night" is worth more to the community than the largest factory, bank or store, or any number of academic degrees.

—Dr. Daniel L. Marsh, President Boston University.

Individual attention to individual needs

finds outstanding classroom application in two definitive Lippincott texts.

LIPPINCOTT'S NEW HORN-ASHBAUGH SPELLER

ERNEST HORN E. J. ASHBAUGH

Incorporating Dr. Horn's tabulation of more than five million words of ordinary use
with the proven superiorities of the authors' original text

The HORACE MANN SUPPLEMENTARY ARITHMETIC

Diagnostic Corrective

HILLEGAS PEABODY BAKER

with manual

TEACHING NUMBER FUNDAMENTALS

J. B. LIPPINCOTT COMPANY

227 South 6th St. Philadelphia

2244 Calumet Ave. Chicago

"THE WILLSON WAY"

Your School Needs This

IDENTOGRAPH CAMERA

for Educational Photography

Takes individual pictures of students for permanent personnel and class records, photographs of your graduating classes, Athletic Teams, Dramatic Clubs, etc.—you can now have them, with reproductions for your Year Book without obligation to yourselves.

Any teacher or senior can easily operate this modern, efficient camera.

While you think of it, write for our interesting booklet "SCHOOL PHOTOGRAPHY SIMPLIFIED." Our attractive plan is fully explained.

For all New England address

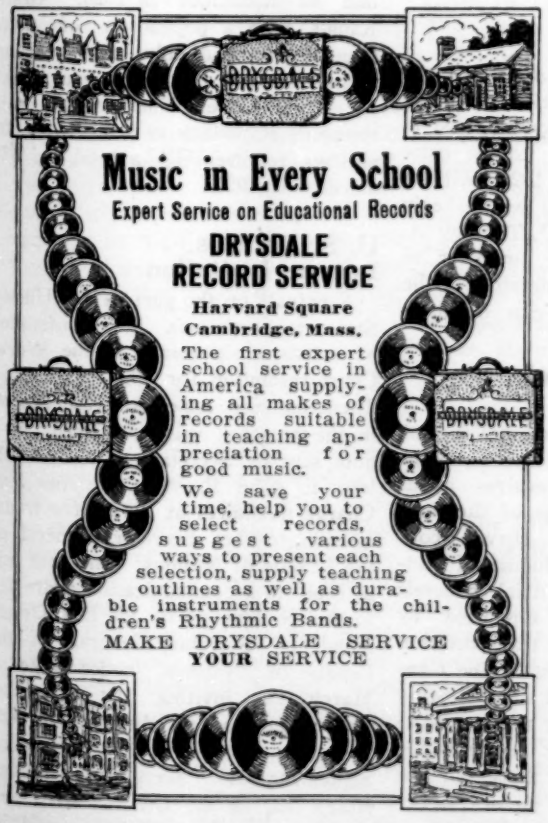
THE WILLSON WAY

1955 Massachusetts Ave., Cambridge, Mass.

OUTSIDE NEW ENGLAND

1224-26 Belmont Ave., Philadelphia, Pa.

"Photographers to the Nation's schools for twenty-five years"


Music in Every School
Expert Service on Educational Records
DRYSDALE
RECORD SERVICE
Harvard Square
Cambridge, Mass.
The first expert school service in America supplying all makes of records suitable in teaching appreciation for good music.
We save your time, help you to select records, suggest various ways to present each selection, supply teaching outlines as well as durable instruments for the children's Rhythmic Bands.
MAKE DRYSDALE SERVICE YOUR SERVICE

DRYSDALE SCHOOL RECORD SERVICE

Harvard Square, Cambridge, Mass.

WANTED

Original manuscript material suitable for development and publication as **Individual Instruction** exercises or group study projects for elementary, junior or senior high school grades—all subjects.

Also any basal or supplementary material designed to help the pupil learn more easily and help the teacher improve her class work.

Our sample envelope illustrating more than 100 new Harter individual instruction exercises now available will be sent for 20 cents, postpaid.

Address Department 18

THE HARTER SCHOOL SUPPLY COMPANY

2046 E. 71st Street

Cleveland, Ohio

TREND OF THE TIMES

Installment Buying Takes Billions Yearly

Those dollar-down-and-dollar-a-week arrangements take six billion dollars out of the American pocket-book every year, which is ten per cent. of the estimated aggregate income, according to Dr. Frank A. Fall, head of the Department of Education and Research of the National Association of Credit Men. Speaking before the convention of radio manufacturers in Atlantic City, Dr. Fall said it costs the installment public $800,000,000 annually to favor the easy payment plan instead of paying cash. Of the radio sets sold in New York last year, he said, seventy-nine per cent. were bought on the installment plan.

General Strike Ends in England

The general strike that crippled England for eight days (May 4 to 12) officially ended when the Trades Union Congress ordered the sympathizing strikers back to work. The miners' strike, which precipitated the major conflict, remained in force. A remarkable feature of the general strike was the comparative absence of violence. The Trades Union Congress called out its affiliated organizations with the purpose of aiding the miners in obtaining their demands and, paradoxically, called off the general strike for the same reason. News that the strike was over, broadcast by radio, special editions of the newspapers and large placards, was received by the public with shouts of joy, sighs of relief, and general thanksgiving. Upon returning to their jobs, many of the strike participants found their employers hostile to employing them on the old basis. Attempts were made to lower the wages in several instances. Premier Baldwin's immediate intervention, however, restored peace when he made the employers agree to take back the men without penalty.

Measure Energy In Peanut Power

Expenditure of heat contained in a single peanut would enable a person to typewrite one thousand words, declared Professor Andrew Hunter of the University of California. The calories in a peanut are 6.7. Professor Hunter said that a mile walk required expenditure of fifty-six calories or the amount contained in two teaspoonsful of sugar. The amount of heat given off by men and women in various occupations during the day was as follows: no work, 1,630 calories; tailor, 2,700 calories; carpenter, 3,500 and lumberman, 5,500.

Holdings Pass Ten Billion Mark

Private American citizens have almost $10,500,000,000 invested in foreign countries, an increase of more than $1,250,000,000 since the end of 1924. This is one of the salient facts brought out in the Department of Commerce's fourth annual summary of America's international credit position. The report, which calculates the amount of every item affecting in any way America's credit position, places an estimate of $40,000,000 on liquor smuggled into the United States in 1925. It states that 356,155 American citizens went to foreign lands last year, not including Canada. About 5,000,000 Americans are believed to have crossed the northern border into Canada. The total expenditures of all these persons amounted to $630,000,000, of which $440,000,000 was spent in countries other than Canada.

De Valera Bonds To be Redeemed

According to a high official of the Irish Free State redemption of all the De Valera Republican bonds issued in the United States prior to the truce declared in Ireland in 1921 will be undertaken. Repayments would begin April 1, 1927, he stated. Timothy A. Smiddy, the Free State minister to the United States, is understood to be investigating the American claims.

Average Earnings of American Farmer

For every dollar of national income received by the workers in other occupations, the farmer receives about forty cents. This is one of the findings based on a year's survey conducted by the National Industrial Conference Board, an industrial-economic research organization supported by manufacturing, mining, transportation and public utility interests. The Conference Board presented the following table showing the actual average earnings of workers in other industries for 1924 as compared with those of the farmer: Farmers $730, factory workers $1,256, transportation workers $1,572, clerical workers $2,141, ministers $1,678, teachers $1,295, government workers, $1,650, other groups $1,415. The survey concluded that what the farmer is suffering from is a "serious economic maladjustment." It is no longer paying agriculture to maintain its production in proportion to the population increase. The survey found that after taking enough from the farmer's income to cover food, fuel and clothing supplied by the farm, the average farmer has an annual cash income of but $100.

Murder Increase Shown in Statistics

The murder record for the United States showed a sharp increase last year with a total of 2,366 homicides in twenty-eight representative American cities, according to statistics compiled by the Prudential Insurance Company. The increase was from 10.3 homicides for each 100,000 population during 1924 to 11 per 100,000 in 1925. Chicago again ranked first. In 1924 there were 509 persons murdered there and 563 in 1925. The rate rose from 17.5 in 1924 to 18.8 in 1925 per 100,000 population. Jacksonville had the highest murder rate with 72.3 per 100,000, according to the records. It had 69 homicides in 1925. Grand Rapids, with a population of more than 153,000, had only one murder, giving that city the lowest rate of 0.7 per 100,000. New York City's rate remained stationary at 6.4 per 100,000 persons, representing a total of 374 murders in 1925.

U. S. Declines League Invitation

A refusal on the part of the United States to participate in a conference of members signatory to the World Court resolution for the purpose of discussing the American reservations to the protocol, was contained in a note sent by Secretary of State Kellogg to Alan F. Winslow, American Charge d'Affaires at Berne, for transmission to the Secretary-General of the League of Nations. The note was in reply to a communication addressed to this government by Sir Eric Drummond, as Secretary-General of the League of Nations, under date of March 29, inviting the American Government to send delegates to such a conference to be held in Geneva on September 1. Secretary Kellogg stated that he did not feel that "any useful purpose" could be served by American participation and that the reservations are "plain and unequivocal."

Ban on Erection Of War Memorials

Under a resolution adopted by the American Battle Monuments Commission, headed by General Pershing, and approved by President Coolidge, no decorative memorials will be approved for erection in France and Belgium marking World War battlefields except such as are in the nature of public improvements of use to the inhabitants. The French and Belgian governments have agreed not to permit any markers to be placed except when approved by the commission. General Pershing declared that if steps to check the private enterprises of states, municipalities, military organizations and individuals were not taken, "the bounds of good taste" would be exceeded. There are few French, Belgian or Italian memorials erected or contemplated in the battle areas, despite the fact that the troops of all three countries suffered greater losses in the same regions than did America.

900,000 Persons Visit Harding Tomb

Lieutenant Walter Lee Sherfey, who commands the detachment of troops stationed at President Harding's tomb in Marion, Ohio, is authority for the statement that 900,000 persons have visited the tomb of the Hardings. Corner-stone of the Harding memorial will be laid May 30, and the structure completed in another year. The bodies of President Harding and of Mrs. Harding then will be placed in the memorial. The building and its approaches will cost $600,000. The detachment of regular army troops, which numbers thirty-six, will maintain its vigil until the bodies of the Hardings are removed to the permanent tomb from the receiving vault.

Hall of Fame Unveils Busts

Busts of nine great Americans whose names have been enrolled in the Hall of Fame of New York University were unveiled in the colonnade, University Heights, New York City, on May 12. The nine men honored were: Daniel Boone, explorer of Kentucky, Tennessee and Missouri; Edwin Booth, actor; Jonathan Edwards, theologian; Chancellor James Kent, Chief Justice of the New York Supreme Court and author of "Commentaries on American Law"; Augustus Saint-Gaudens, sculptor; Daniel Webster, orator and Secretary of State under three Presidents; George Peabody, pioneer philanthropist and educator; Eli Whitney, inventor of the cotton gin, and Roger Williams, founder of Rhode Island and apostle of religious freedom in America.

Feud in Herrin Breaks Out Again

After thirteen months of peace, the Ku Klux Klan feud in Herrin, Ill., broke out again recently and left a death toll of three Klansmen and three anti-Klansmen in its wake. The clash was an incident in the state-wide primary elections. Fanned into flame by the bitter contest for Sheriff, Williamson County's most sought office, the latest Klan war in Herrin began in the morning with fist fights at a polling place and culminated in a pitched battle in which pistols and machine guns were used. Two companies of state troops were rushed to Herrin to prevent further outbreaks.

New Ericsson Memorial Stamp

Issuance of 15,000,000 five-cent stamps as a memorial to John Ericsson, builder of the Monitor, has been authorized by Postmaster General New in connection with the unveiling of the John Ericsson memorial statue in Potomac Park, Washington, D. C., on May 29, by the Crown Prince of Sweden.

Gold in India For Sale Cheap

A number of Englishmen returning to London from India tell of a gold glut there and they exhibit bags of gold coin bought at the lowest price since the end of the war. Sovereigns are so plentiful that money changers are selling them for 13 rupees and 5 annas. At the end of the war it took 20 rupees to buy a sovereign. The reason for the glut is the reaction from the greed for hoarding gold in India which absorbed half the world's output last year. Now there is more of the precious metal on hand than the hoarders and banks know what to do with.

Radio Picture Service Begins

The first commercial photographs sent across the ocean by radio were published in three New York morning newspapers on May 1. The first was sent from London to New York in one hour and forty-five minutes, inaugurating a commercial picture service to be maintained by the Radio Corporation of America and the Marconi Wireless Company of England. Business firms took immediate advantage. A New York department store filed a picture of a gown by a famous Paris designer, another offered the latest Reboux hat, and a tobacco firm submitted an advertisement. Storm and static delayed transmission of the first photograph. Pictures have been sent in twenty minutes.

Revenue Receipts Show Prosperity

That the exceptional prosperity enjoyed by the United States in 1925 continued during the first quarter of the present year was indicated by an analysis of revenue receipts issued by the internal revenue bureau covering the nine months of the fiscal year 1925-26, from July 1, 1925, to March 31, 1926. Both income taxes and miscellaneous taxes were greater for these months than during the comparable period of the fiscal year 1924-25. Income tax collections for March, 1926, amounted to $504,141,-356.18, compared with $438,728,616.24 for March, 1925, an increase of $65,-412,739.94. Miscellaneous taxes for March, 1926, amounted to $68,051,-569.46, compared with $60,212,998.10 for March, 1925, an increase of $7,838,571.36.

Cigarette Making Breaks Record

The production of cigarettes in the United States during the first quarter of 1926 showed an output of about twelve per cent. above the first quarter of 1925, when the previous high production record was reached. A total of 20,820,393,746 cigarettes was turned out, against 18,607,850,468 in the first quarter a year ago and 16,-383,950,653 in 1924.

Just Off the Press

Many a Way for Closing Day

Compiled and Edited by
GRACE B. FAXON
(The teachers' favorite writer)

Sound educationally; bright entertainingly. The newest and biggest and best book of Closing Day material in the market. Buy it and be convinced. 224 pages. Price 60c.

Walter H. Baker Company
41 WINTER STREET
Boston, Mass.
(To whom all orders should be sent)

EDUCATION IN ACTION

Groton Leaders To Found School

Plans are under way for the establishment of a new college preparatory school for boys at North Andover, Mass., along the lines of Groton School, to be known as Brooks School. The school is to be named for Phillips Brooks, one of the original trustees of Groton, whose name is associated with North Andover as the home of his ancestors. Due to the increasing number of sons of Groton School graduates, and the increased demand for entrance to such schools, there has developed a real need for added facilities. It is the policy of Groton not to enlarge beyond its present size. Rev. Endicott Peabody, headmaster and founder of Groton, has been named president of the preliminary organization. Frank Davis Ashburn, who attended Groton for six years and is a graduate of Yale, has been selected as headmaster of the school.

Poll Finds Religion Gaining in Colleges

The composite opinion of 315 college presidents, 42 student editors and 20 ministers actively engaged in college work, gathered through the first comprehensive poll of the National Student Federation of America, indicates that there has been an increase of practical Christianity in the educational centres in the past decade. Opinions were divided on the subject of compulsory chapel, the general tendency in the South being conservative, while New England opposed by narrow margins both daily and Sunday compulsory services. The results of the first poll of the federation, which was formed at Princeton in December, were announced by H. Chapman Rose, a Princeton sophomore of Columbus, Ohio, who is chairman of the Federation Committee on Compulsory Chapel.

Indian Boys Real Farmers

At least twenty-two Indian boys at the Chilocco Indian school in Arkansas City, Kan. are determined to prove that Indians are as good farmers as anybody. These students, under the supervision of the director of Agriculture, Clarence E. Correll, are not only studying "how to farm," but are actually farming plots of land equivalent in size to the average farm in the state.

One American in 300 Goes to College

Attending a university is not nearly as fashionable in Great Britain as it is in the United States. In England and Wales the ratio of students to the total population is one to 1200. In Scotland there is one student to every 400 population. In the United States the ratio is one to 300. Dr. Ernest Barker, principal of King's College, London, told the Conference of the Central Council of the Association of University Teachers that in his opinion Scotland's high percentage of college students is due to that country's educational tradition, while in the United States universities have social vogue.

Columbia Budget Higher by Million

Columbia University's budget, representing the total appropriations for maintaining the work of the University for next year, as made public by Dr Nicholas Murray Butler, president of the university, is the largest in its history. Exclusive of all capital charges for new building construction, the money set aside for the fiscal and academic year beginning July 1, 1926, as adopted by the board of trustees at its last meeting, aggregates $11,281,957.86. The budget for the present year totaled $10,258,860.06. The Universities of California, Chicago, Nebraska, Virginia and Edinburgh have recently been drawn upon for some of their best men to strengthen the staff of Columbia.

Correspondence Course Conducted by Army

The total enrollment in the Army Correspondence Courses on December 31, 1925, was 23,787, equivalent to the combined enrollments of the resident students of Yale, Harvard, Princeton, and Pennsylvania. This was an increase of 4,320 over the corresponding day of 1924. Of those enrolled, 19,837 were officers and enlisted men of the Reserve Corps and 3,024 of the National Guard. The object is to provide theoretical instruction in military training and tactics for the personnel of the civilian components of the army prior to their attendance at summer training camps. More than 1,500 Regular Army officers are detailed as instructors.

Gift Library is Opened in Athens

Formal opening ceremonies marking the presentation of the new library to the American School of Classical Studies in Athens, Greece, were held on April 23 in the presence of a distinguished gathering of officials and American and Greek educators. Presentation of the land on which the library is built was made by the newly elected Greek president, General Pangalos. Dr. Henry S. Pritchett, president of the Carnegie Foundation, presented for his institution the buildings. Dr. Johannes Gennadius, former Greek Minister in Washington, presented the books and collections, illustrating the entire history of Hellenic civilization, which it has taken him a lifetime to collect. William C. Loring, of Boston, president of the board of trustees of the school, and Edward Capps, former Minister to Greece and chairman of the managing committee of the school, made the speeches of acceptance. Among the Americans present were Allen Curtis of Boston, treasurer of the school; Professors Edward Parry, of Columbia University; Charles B. Gulick and G. H. Chase, of Harvard; Clarence W. Mendell of Yale, and Ralph Magoffin of New York University.

Could You Use More Dollars?

If so, the Journal of Education has a proposition for YOU.

Address: Dept. C

JOURNAL OF EDUCATION

6 Beacon Street

BOSTON

It's a Great Relief to Have a T.C.U. Umbrella ~ even in dry weather

But, Oh Boy, When It Rains!

When misfortune comes in the form of Accident, Sickness, or Quarantine—interrupting your salary when you need it most—that's when the T. C. U. umbrella means a lot.

Even when the sun is shining and there seems to be nothing to worry about to-day, the feeling of security that T. C. U. protection affords is worth the slight cost of protection. Read what B. Margaret Owens, Franklin, Nebr., says: "Your advertisement of protection under an umbrella is certainly true, only it doesn't tell all. The wonderful sense of financial security in case of sickness means more to me than I could possibly express in words.

"I have not been sick for two years, and know a big lot is due to the knowledge of my membership in the T. C. U."

But when misfortune does come, that's when T. C. U. protection means so much. As Hilda S. Symons, Long Beach, Calif., wrote: "In less than two weeks after I had made my claim I received my check. I am reminded of your rainy day umbrella. It was a rainy day when I received my check. Nevertheless, I was so pleased that I ventured forth and cashed it immediately."

Let the T. C. U. Help Pay Your Doctor, Your Nurse and Your Board Bill When You Are Sick

$50 a Month when you are totally disabled by accident or confining sickness.

$11.67 a Week when you are quarantined and your salary has stopped.

$25 a Month for illness that does not confine you to the house, but keeps you from work.

20 Per Cent. increase in sick benefits for two months when you are confined to an established hospital.

$50 a Month when you are totally disabled by injuries received in an automobile accident and $1,000 for accidental death in an automobile disaster.

$333 to $1,000 for major accidents, or for accidental loss of life. These indemnities are increased 10 per cent. for each consecutive annual renewal of the policy for not to exceed five years.

Doubles these benefits for travel accidents sustained in railroad, street car or steamboat wreck.

Operation benefits in addition to other benefits after your policy has been maintained in force for one year.

Policies with increased benefits issued to those enjoying larger incomes.

We should like to send you a copy of our Booklet explaining fully the benefits of the T. C. U. to every teacher not now a member. Just sign, clip and mail the coupon. It will place you under no obligation whatever.

TEACHERS CASUALTY UNDERWRITERS
441 T. C. U. Building Lincoln, Nebraska

---FREE INFORMATION COUPON---

To the T. C. U., 441 T. C. U. Bldg., Lincoln, Nebraska.

I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

Name .....

Address .....

(This coupon places the sender under no obligation)

The BOOK TABLE

EASY ENGLISH EXERCISES. By Ada Riddlesbarger and Edna Parker Cotner. Edited by John H. Beveridge, superintendent of schools, Omaha, Nebraska. Cloth. 261 pages. Yonkers-on-Hudson, New York, 2126 Prairie Avenue, Chicago: World Book Company.

That which gives "Easy English Exercises" distinction is the fact that the thousands of "Exercises" are for practice and not for "drill." One can easily see when "Exercises" are for "drill," because they are a bore to children as all drilling is another word for boring.

A man would be either insane or a literal fool who should say that a boy was drilling in order to gain skill in batting a ball or pitching ball. No artist drills for the skilful use of paints.

One *practices* for perfection in something that he enjoys. One *drills* in something that he is made to do by a drill master.

"Easy English Exercises" from first to last creates an aspiration to use the English language easily, pleasingly because correctly. The very first sentence tells the whole story. It aims to have the child get "a sentence sense." A child's first joy is using the sense of hearing and seeing and tasting. Senses give early joy, are always associated with joy. "A sentence sense" suggests the pleasure of practicing on getting "a sentence sense."

The first lesson is *practice* on more than a hundred sentences to get the "sentence sense" of each. At another time there are near two hundred exercises for *practice* in distinguishing "sentence sense."

There is not a lesson in the book which suggests that any child would be bored by *drill exercises.*

The title, "*Easy* English Exercises," carries the idea that permeates the entire book. Lessons are "easy" because the children enjoy them.

ELEMENTARY SCHOOL SUPERVISION. By Arthur S. Gist. Cloth. 305 pages. New York: Charles Scribner's Sons.

The best thing about this every-way valuable book is the fact that it is not written by a supervisor, by a superintendent, nor by a teacher college theorist, but by one of the supervised elementary principals.

To be "supervised" in Seattle has never been an uncomfortable experience. It would be difficult to find a city that for more than a third of century has had such an enjoyable experience as teachers and principals have had under the leadership of Superintendents Barnard, Cooper and Cole.

It is not accidental that the creation of the Department of Elementary School Principals of the National Education Association and the direction thereof has had two of the most vitalizing factors in its functioning from Seattle. Worth McClure and Arthur S. Gist have had no superiors, and no other city has contributed two such official leaders.

It would be unthinkable that, under all of these circumstances, Mr. Gist would not write a book as practical as traffic rules and as significant as baseball signs and football signals.

There is nothing autocratic such as superintendents sometimes put into their treatises on supervision, and nothing of the super sentimentalism such as academical professionalists sometimes get into their "holier than thou" advice to superintendents.

Mr. Gist knows what principals will profit by and in a masterly way he suggests that supervision is as much a professional art as teaching, that the supervisor has something to learn from the supervised.

Frank B. Cooper, whose supervision helped to make the metropolis of the Northwest a professional beacon which illuminated the Northeast and the Mid-West, has well said that the "super" is excessive, that the real mission of a super-in-ten-dent is to *"tend tenderly"* and *"attend"* faithfully and skilfully, and Mr. Gist's book is a brilliant message on an everyday professional subject.

TEACHING SCIENCE IN SCHOOLS. By Elliot Rowland Downing, School of Education, University of Chicago. Cloth. 186 pages. Chicago, Illinois: University of Chicago Press..

Professor Downing is one of the few university men who writes much and, thus far, has only written about what he really knows. We have seen nothing from his pen that indicated that he is writing about something that he knows little or nothing about because of an itch (urge) to write another book.

"Teaching Science in Schools" is a masterful presentation of the history of science teaching in Europe and America with a discriminating analysis of what to teach in science, how to teach it, and how not to teach it, when to teach it and when not to teach it. .

He has produced a book ahead of the procession in high school science teaching, and lags in nothing scientific, pedagogical or practical. It is a book that the anti-science religionists should read and can read without having traditional colic.

The recent attacks on science have been the greatest impetus to the study of science in schools and colleges that has ever been known in any subject. There is a greater percentage of increase in enrollment in science classes in high schools and colleges than would have been normal without such attacks in ten times the same number of years.

The great need is better teaching of science, and this is the message of Professor Downing in "Teaching Science in Schools."

Books Received

"Differents Souvenirs de Jennesse." By V. F. Boyson.—"Scott's Woodstock." By E. C. Abbott.—"Hauff Die Geschichten." By Kalif Storch and K. Muck.—"Scott's Kenilworth." By E. C. Abbott.—"Rapid Business Arithmetic." By R. W. M. Gibbs. New York: Oxford University Press.

"The Gang Age." By Paul Hanly Furfey. New York: Macmillan Company.

"Reading Objectives." By Anderson Davidson. New York: Laurel Book Company.

"Four Introductory Lectures." By Vier Einleitungs Vorlesungen. H. Aschehoug and Company. Harvard University Press, Cambridge, Mass.

"Morceaux Choisis." By Daudet. Boston: Ginn and Company.

American History Note Book. No. 1. American History Note Book. No. 2. By Leslie V. Spriggs. Chicago: Hall and McCreary Company.

"The Influence of Nurture Upon Native Differences." By Truman Lee Kelley.—"Industrial History of the United States." By Louis Ray Wells.—"Self-Improvement." By Sheldon Emmor Davis.—"Practical Social Science." By John A. Lapp.—"Herman Melville." By John Freeman.—"Algebra." By William R. Longley and Harry B. Marsh.—"The Easy Book." By Jean Y. Ayer.—"Swinburne." By Harold Nicolson. New York: The Macmillan Company.

"First Latin Book." By Celia Ford.—"Biology for Beginners." By Truman J. Moore.—"Thèmes Français." By Daniel C. Rosenthal and Frank Mankiewicz.—"History of the United States." By E. David Fite. New York: Henry Holt and Company.

"Le Repos du Lion." By Alexander G. Fite. New York: Oxford University Press.

"My Cut-a-Picture Book." By Anna Eliza Sample.—"Research for Teachers." By B. Ross Buckingham.—"The Pathway to Reading." Fourth and Fifth Readers. By Bessie Coleman, Willis Uhl, and James Hosic. New York: Silver, Burdett and Company.

"Progressive Trends in Rural Education." By A. D. Mueller.—"The Theory of Education." By Ira Woods Howerth. New York: The Century Company.

"The Declaration of Independence for Young Americans." By George W. Gerwig. New York: George H. Doran Company.

ESTABLISHED 1869

SCHOOL BOOKS

Are transferred from one pupil to another in a Neat, Clean condition

WHEN HOLDEN BOOK COVERS ARE USED

Because these durable Covers, which are both Waterproof and Weatherproof, *receive all* the Wear, Soiling and Filth Instead of the Book

A HOLDEN COVER A CLEAN BOOK

A SANITARY PRECAUTION

(SAMPLES FREE)

THE HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

GRINS BETWEEN GRINDS

English as Spoken

An Englishman and an American were having the usual arguments as to which country had the queerest dialect. The Englishman was positive he was the winner of the argument.

"Why, say, old cork," he said, "you use the queerest bally expressions I ever heard, blime. The other awfternoon I accosted a colored person and awsked him if he thought it would rain, and do you know what he said? He said: 'Little dogs it will, and little dogs it won't.'"

The American was puzzled and the next afternoon met the same negro with whom the Englishman had conversed.. The negro scratched his woolly head and then said:—

"That aint what Ah said. Ah just tol' the man that p'ups it would rain, and p'ups it wouldn't."

Pa's Definition

Teacher—"What is the meaning of the word 'matrimony,' Robert?"

Bobby—"Pa says it isn't a word; it's a sentence."

Note Was Not Explicit

Florian—"Chief, Ah needs protection! Ah done got a unanimous letter this mornin' which done says: 'Nigger let mah chickens alone.'"

Chief of Police—"Why protection? Just leave the chickens alone."

Florian—"Dat's all right, boss, but how does I know whose chickens I's to leave alone?"—Agathon News.

Disgusted

"Pop, I'm quitting school tomorrow."

"Why, sonny, don't you like your teacher?"

"Naw. Yesterday she told us that six and six wuz twelve, and today she said it was nine and three."

Cleansing

Two women met while down at the corner shopping. Said one:—

"I made an awful mistake this morning. I gave my husband a dish of Lux by mistake for corn flakes!"

The other was properly horrified. "Was he mad?" she asked.

"Was he mad?" repeated the first; "I'll say he was mad. He foamed at the mouth."— Whiting in Boston Herald.

Wm. B. Ittner, Inc.

Board of Education Building, St. Louis, Mo.

Twenty-five years in School-house Planning and Construction

Nineteen years, Architect Board of Education, St. Louis

ADDEN & PARKER

177 State St., Boston

ARCHITECTS ENGINEERS

SCHOOL BUILDINGS

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY Dept. 77, Chicago *for* FREE EYE CARE BOOK

MURINE FOR YOUR EYES.

TEACHERS AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 402 Dillaye Bldg.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 210 Title Bldg.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Berkeley, Cal., 2161 Shattuck Ave.
Los Angeles, Cal., 548 So. Spring St.

Send for circular and registration form free.

The Corlew Teachers' Agency

GRACE M. ABBOTT, Manager

120 BOYLSTON STREET, BOSTON

H. S. BALDWIN T. M. HASTINGS

THE EASTERN TEACHERS' AGENCY

Reputation founded on over thirty years of successful experience.
Established 1890 6 BEACON STREET, BOSTON

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. 8 Beacon Street, Boston
Telephone Hay. 1678. Established 1885.

The Pratt Teachers' Agency 70 Fifth Avenue NEW YORK

Recommends college and normal graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country.
Advise parents about schools.

MUSICAL ARTIST TEACHERS AGENCY

ALLEN-PICHLER CO., 1730 Broadway, New York

"An institution whose diplomatic services deal exclusively with the highest grade of Artists, Teachers and Institutions of Musical Art."
TEACHERS WANTED FOR SEPTEMBER POSITIONS

Has Your School a Camera?

Schools are commencing to do their own picture taking. An instrument known as the Identograph Camera has been devised to facilitate such work, enabling the production of individual portraits by the teacher or other school officer or even by one of the older pupils. Such portraits are valued by some schools as a part of their personnel records. Pupils and parents like the opportunity to have them. It is now possible for the school to decide when they can best be snapped without upsetting curricular programs. A booklet entitled "School Photography Simplified" has been prepared and will be sent free of charge to any one interested. Address "The Willson Way," 1955 Massachusetts Avenue, Cambridge, Mass. See advertisement elsewhere in this issue of the Journal.

HANDWRITING EFFICIENCY

Study closely, digest mentally and follow exactly in practice and teaching the easily comprehended instructions in the

PALMER METHOD RED MANUAL

THE PALMER METHOD OF BUSINESS WRITING

and you and your pupils will soon learn and find joy in

RHYTHMIC MUSCULAR MOVEMENT HANDWRITING

If thoroly mastered Palmer Method Penmanship is as plain-as-print when written hour after hour at commercial speed without physical strain.

We continue to offer FREE NORMAL COURSES BY CORRESPONDENCE to all teachers whose pupils have been supplied with our manuals. One copy of the SELF-TEACHING PALMER METHOD (red covered) MANUAL sent postpaid for twenty-five cents. Address our nearest office.

THE A. N. PALMER COMPANY

55 Fifth Avenue, New York City
2128 Calumet Avenue, Chicago
Pittock Building, Portland, Oregon
Palmer Building, Cedar Rapids, Iowa

Meetings To Be Held

MAY.

17-22: National League of Nursing Education, Atlantic City, N. J. Carrie M. Hall, Peter Bent Brigham Hospital, Boston, Mass.

17-22: American Child Health Association, Atlantic City, N. J. Herbert Hoover, U. S. Department of Commerce, Washington, D. C.

17-22: American Health Congress, Atlantic City, N. J. National Health Council, 370 Seventh Avenue, New York City.

18-21: National Association of Public School Business Officials, Toronto, Canada. E. M. Brown, Board of Education, St. Louis, Mo.

26-June 2: National Conference of Social Work, Cleveland, Ohio. Gertrude Vaile, Ithaca, N. Y.

JUNE.

3-5: Associated Harvard Clubs, Chicago, Ill., William Thomas, 315 Montgomery street, San Francisco, California.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

27-July 2: American Classical League, Philadelphia, Pa. Andrew F. West, Princeton, N. J.

28-July 2: American Home Economics Association, Minneapolis, Minn. Marie Sayles, 1123 East Kearsley Street, Flint, Michigan.

27-July 2: National Education Association, Philadelphia, Pa. Mary McSkimmon, Pierce School, Brookline, Mass.

28-July 2: National League of Teachers' Associations, Philadelphia, Pa. Harriet E. Scofield, 3017 Park Avenue, Minneapolis, Minn.

JULY.

1-2: National Association of Visiting Teachers, Philadelphia, Pa. Edith M. Everett, 1421 Race street, Philadelphia, Pa.

5-8: Music Teachers Association of California, San Diego. C. C. Draa, 438 Music-Art Building, Los Angeles.

28-29-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. W. W. Landers, Charleston, W. Va.

28-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. R. S. Grossley, State College for Colored Students, Dover, Del.

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa.

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington. D. C. E. H. Lindley, Lawrence, Kansas.

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY

DISCRIMINATES IN SELECTION
RECOMMENDS WITH EMPHASIS
FOLLOWS UP TEACHERS PLACED

Prompt and Careful Response to Inquiries. **Free Registration**

BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY

40TH YEAR

25 E. Jackson Boulevard, Chicago
437 Fifth Ave., New York.
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.

TEACHERS WANTED especially those desiring **Promotion.** Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN : : : TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address
Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York.

Kellogg's Agency recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address H. S. Kellogg, 31 Union Square, New York.

SCHERMERHORN TEACHERS' AGENCY

Established 1855

366 FIFTH AVENUE
New York City
Charles W. Mulford, Prop.
BRANCH OFFICES:
1386 Euclid Avenue
Cleveland, Ohio
406 Union Trust Building
Pittsburgh, Pa.

A superior agency for superior people. We register only reliable candidates. Services free to school officials.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.

SEND FOR CIRCULARS

FRANK IRVING COOPER CORPORATION

ARCHITECTS ENGINEERS

Specializing in Schoolhouse Planning

172 Tremont St., Boston, Mass.

STAMMERERS

I can teach you to speak normally. Send for free booklet telling how. No charge for consultation.

SAMUEL E. ROBBINS
419 Boylston Street, Boston, Mass.

WINSHIP TEACHERS' AGENCY

We have unusual facilities for placing teachers in every part of the country.

6 Beacon St. . . Boston, Mass.

ALVIN F. PEASE, Manager

Long Distance Telephone

Member of National Association of Teachers' Agencies